

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY**

**CIRCULAR NO.SU/Edu./M.Ed. II Yr. Syll./97/2016**

It is hereby inform to all concerned that, on the recommendation of the Committee, the Academic Council at its meeting held on 26-03-2016 has accepted the "**Revised Curriculum of Master of Education [M.Ed.] Semester- Ist to IVth, Two Years Post Graduate Degree Course under Choice Based Credit and Grading System**" as per the norms of N.C.T.E. under the Faculty of Education.

This is effective from the Academic Year 2016-17 & onwards as appended herewith.

All concerned are requested to note the contents of the circular and bring notice to the students, teachers and staff for their information and necessary action.

University Campus,  
Aurangabad-431 004.  
REF.NO. SU/ EDU./M.ED. II YRS.  
SYLLABUS/2016/1575-629  
Date:- 19-05-2016.

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**Director,**  
**Board of College and**  
**University Development.**

**Copy forwarded for information and necessary action to :-**

- 1] **The Principals, affiliated concerned colleges,**  
**Dr. Babasaheb Ambedkar Marathwada University.**

**Copy to :-**

- 1] The Controller of Examinations,
- 2] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 3] **The Section Officer, [Professional Unit],**
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The Record Keeper.

**Dr. Babasaheb Ambedkar Marathwada  
University, Aurangabad**



**Faculty of Education**

Revised Syllabus  
As per NCTE Norms 2014

**Master of Education (M.Ed.)**  
Two Years Course  
Semester Pattern & Choice Based Credit System

**W.E.F. JUNE 2016 Onwards**  
(Subject to the modifications made from time to time )

**O.888 (added):** computation of SGPA (semester grade point average)& CGPA(cumulative grade point average).

**The computation of SGPA & CGPA will be as below:**

- a. **Semester grade point average(SGPA)** is the weighted average of points obtained by a student in a semester will be computed as follows:

$$\text{SGPA} = \frac{\text{Sum (Course Credit * Number of points in concern course gained by the student)}}{\text{Sum (Course Credit)}}$$

- b. **The Cumulative grade point average** will be used to describe the overall performance of a student in all semesters of the course and will be computed as under:

$$\text{CGPA} = \frac{\text{Sum of Grade points earned of all semesters}}{\text{Total no of credits in all semesters.}}$$

Equivalent percentage of CGPA should be shown on Grade sheet as

$$\text{Equivalent Percentage} = \text{CGPA}(10)$$

The SGPA and CGPA shall be rounded off to the second place of decimal

#### **Exam Pattern of M.Ed. Theory Papers:**

Exam Time - 3 Hours (Each Theory Paper Exam)

**Total Marks-80** (University Exam of each Theory Paper)

**Note-**

- 1) Only one Answer Book of 32 pages will be supplied.
- 2) No supplement will be provided.

Sr.No	Type of Question	Total No of Question	Nature of Answer	Marks per Question	Total Marks
1	Content Based Short Answer type Question	06 out of 08	Answer in 200-250 words	05	30
2	Content Based Long Answer type Question	03 out of 05	Answer in 300-400 words	10	30
3	Application based Question	02 out of 04	Detail Answer with application	10	20
				<b>Total</b>	<b>80</b>

### M. Ed. Two year Course structure

Semester	Total Hours	Credits	Internal Marks	External Marks	Total Marks
First	555	18	210	240	450
Second	660	24	230	320	550
Third	585	21	235	240	475
Fourth	600	21	130	395	525
<b>Total</b>	<b>2400</b>	<b>84</b>	<b>805</b>	<b>1195</b>	<b>2000</b>
3 Inter semester breaks	<b>90</b>	-	-	-	-
<b>Grand total</b>	<b>2490</b>	<b>84</b>	<b>805</b>	<b>1195</b>	<b>2000</b>

**Total Working Days (per academic year) – 200 (exclusive of the period of examination and admission)**

**Semester:** Each semester will consist of 16-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June. Inter semester break will be of two weeks after each semester.

**1 Period – 60 Minutes**

**Credits in hours –**

**1 Credit = 15 hours for theory periods.**

**1 Credit = 30 hours for practical.**

**Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field-work/ workshop per week for 16 weeks.**

**Thus, a 4-credit course entails 4 hours of regular teaching per week or 8 hours of other activities.(Ref: NCTE Curriculum Framework 2014, pg 2)**

### Abbreviation of Courses

Sr. No.	Course Code	Name of The course
<b>Perspective Course</b>		
1	PC1	Philosophical foundation of Education
2	PC2	Psychological foundation of Education
3	PC3	Sociological & Historical Foundations of Education
4	PC4	Education Studies
5	PC5	Curriculum Studies
<b>Tool course</b>		
1	TC1	Research methodology-I
2	TC2	Research methodology-II
<b>Tool course- Practical</b>		
1	TCP-1	Self development & Yoga
2	TCP-2	Communication skills
3	TCP-3	Expository writing
<b>Teacher Education Course</b>		
1	TE1	Teacher Education –I
2	TE2	Teacher Education –II
<b>Specialization Course (any one)</b>		
1	SP-EL / SPHE	a)Elementary Education b)Secondary and Higher secondary Education
<b>Elective Cluster -(Any 04 from 08 electives)</b>		
Any Four	EC1	1)ICT in Education
	EC2	2)Educational management and Administration
	EC3	3)Educational Measurement and Evaluation
	EC4	4)Moral Education and Human rights
	EC5	5)Women and deprived education
	EC6	6)Environmental education
	EC7	7)Guidance & Counseling
	EC8	8)Special Education
<b>Dissertation</b>		
1	DIS1-	Research Proposal Workshop (Preparation of research proposal and its presentation)
2	DIS2-	Dissertation Workshops- 1. Review of research & related literature, 2. Preparing tool for research
3	DIS-3	Dissertation Workshops 1. Use of Computer in research. 2. Application of statistics for data analysis,
4	DIS4-	Dissertation Workshop- Report Writing & its Presentation
<b>Internship / Field Work</b>		
1	INT1-	Internship on B. Ed / D. T. Ed college (3 weeks)
2	INT-2	Internship as per specialization (3 weeks)
<b>Inter Semester Break</b>		
1	ISB1	Practice of communication skill & Expository writing.
2	ISB2	Data collection and Practice of academic writing
3	ISB3	Dissertation related work

**M. Ed. Semester I**

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part-A (Theory)</b>							
1	<b>PC1-Perspective</b>	Philosophical foundation of Education	60+45=105	4	20*	80	100
2	<b>PC2-Perspective</b>	Psychological foundation of Education	60+45=105	4	20*	80	100
3	<b>TC1-Tool course</b>	Research methodology-I	60+45=105	4	20*	80	100
<b>Total of Part A</b>			<b>315</b>	<b>12</b>	<b>60</b>	<b>240</b>	<b>300</b>
<b>Part-B (Practical)</b>							
4	<b>TCP-1 Tool course</b>	Self development & Yoga	45	1	25		25
5	<b>DIS1-Dissertation</b>	Research Proposal Workshop (Preparation of research proposal and its presentation)	45	1	25		25
6	<b>TCP-2 Tool course</b>	Communication skills	45	1	25	-	25
7	<b>TCP-3 Tool course</b>	Expository writing	45	1	25	-	25
8	<b>ICT based Practical</b>	Use of MS-office (Preparation of word document, spreadsheet, PowerPoint presentation)	30	1	25	-	25
9		Preliminary exam	30	1	25	-	25
<b>Total of Part B</b>			<b>240</b>	<b>6</b>	<b>150</b>	<b>-</b>	<b>150</b>
<b>Total of Part – A &amp; B</b>							
<b>Total (A+B)</b>			<b>555</b>	<b>18</b>	<b>210</b>	<b>240</b>	<b>450</b>
<b>ISB: Practice of communication skill &amp; Expository writing.</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total (A+B+ISB)</b>			<b>585</b>	<b>18</b>	<b>210</b>	<b>240</b>	<b>450</b>

\* Internal :20Marks :

5 Marks ICT based seminar

5 Marks –Test (2 tests)

5-Marks: Practicum of each paper

5- Marks for 2 Assignments

## M.Ed. Semester II

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part- A (Theory)</b>							
1	PC3- Perspective	Sociological & Historical Foundations of Education	60+45= 105	4	20*	80	100
2	PC4- Perspective	Education Studies	60+45= 105	4	20*	80	100
3	TC2- Tool course	Research methodology-II	60+45= 105	4	20*	80	100
4	TE1- Teacher Education	Teacher Education –I	60+45= 105	4	20*	80	100
<b>Total of Part –A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part-B (Practical)</b>							
5	DIS2- Dissertation	Dissertation Workshops- 1-Review of research & related literature, 2-Preparing tool for research	2x30 =60	2	50	-	50
6	INT1- Internship –I / Field Work	Internship on B. Ed / D. T. Ed college (3 weeks) <i>Actual teaching experience of core and Methodology subject (3 core papers + 1 each method =5)</i>	4x30 = 120	4	50	-	50
7	TCP4- Tool course	Academic Writing	30	1	25	-	25
8		Preliminary exam	30	1	25	-	25
<b>Total of Part –B</b>			<b>240</b>	<b>8</b>	<b>150</b>	<b>-</b>	<b>150</b>
<b>Total of Part A &amp; B</b>			<b>660</b>	<b>24</b>	<b>230</b>	<b>320</b>	<b>550</b>
<b>ISB : Data collection &amp; Practice of academic writing</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total (A+B+ISB)</b>			<b>690</b>	<b>24</b>	<b>230</b>	<b>320</b>	<b>550</b>

\* Internal :20Marks

5 Marks ICT based seminar

5 Marks –Test (2 tests)

5-Marks: Practicum of each paper

5- Marks for 2 Assignments

## M. Ed Semester III

Sr. No	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part – A (Theory)</b>							
1	PC5-Perspective	Curriculum Studies	60+45=105	4	20*	80	100
2	TE2-Teacher Education	Teacher Education –II	60+45=105	4	20*	80	100
3	SP-EL/SPHE Specialization	Specialization course. (any one) a)Elementary Education b)Secondary and Higher secondary Education	60+45=105	4	20*	80	100
<b>Total of Part –A</b>			<b>315</b>	<b>12</b>	<b>60</b>	<b>240</b>	<b>300</b>
<b>Part – B (Practical)</b>							
4	INT-2 Internship-2	Internship as per specialization (3weeks) <i>Guidance &amp; supervision of B.Ed. internship programme at school.</i> <i>Guidance &amp; Observation of 5 each method + participation in school activities.</i>	120	4	50	-	50
5	DIS-3 Dissertation	Dissertation Workshops 1-Use of Computer in research. 2-Application of statistics for data analysis	60	2	50	-	50
6	ICT based Practical	Development of ICT based instructional material (At least 4 (02 of each method )	60	2	50	-	50
7		Preliminary exam	30	1	25	-	25
<b>Total of Part –B</b>			<b>270</b>	<b>9</b>	<b>175</b>	<b>-</b>	<b>175</b>
<b>Total of Part A &amp; B</b>			<b>585</b>	<b>21</b>	<b>235</b>	<b>240</b>	<b>475</b>
<b>ISB: Dissertation work</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total (A+B+ISB)</b>			<b>615</b>	<b>21</b>	<b>235</b>	<b>240</b>	<b>475</b>

\* Internal :20Marks

5 Marks ICT based seminar

5 Marks –Test (2 tests)

5-Marks: Practicum of each paper

5- Marks for 2 Assignments



## M. Ed Semester IV

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part –A (Theory)</b>							
1,2,3 & 4	<b>Elective Course</b>	Theme based Elective cluster (Any 04 from 08 electives)	4x105 = 420	4x4= 16	20*x4= 80	80x4= 320	400
	<b>EC1</b>	1)ICT in Education					
	<b>EC2</b>	2)Educational Management and Administration					
	<b>EC3</b>	3)Educational Measurement and Evaluation					
	<b>EC4</b>	4)Moral Education and Human rights					
	<b>EC5</b>	5)Women and Deprived Education					
	<b>EC6</b>	6)Environmental Education					
	<b>EC7</b>	7)Guidance & Counseling					
	<b>EC8</b>	8)Special Education					
<b>Total of Part – A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part – B (Practical)</b>							
5	<b>DIS4-Dissertation</b>	Dissertation Workshop- Report Writing & its Presentation	120	4	25	-	25
6		Preliminary exam	30	1	25	-	25
<b>Total of Part- B</b>			<b>150</b>	<b>5</b>	<b>50</b>	<b>-</b>	<b>50</b>
<b>Part –C</b>							
7		Viva for Dissertation (Internal & External Examiner)	30	-	-	50+25= 75 (dissertation + viva)	75
<b>Total of Part A+B+C</b>			<b>600</b>	<b>21</b>	<b>130</b>	<b>395</b>	<b>525</b>

\* Internal :20Marks

5 Marks ICT based seminar

5 Marks –Test (2 tests)

5-Marks: Practicum of each paper

5-Marks for 2 Assignments

# **M.Ed First Semester**

**SEM-I**  
**PC1- PHILOSOPHICAL FOUNDATION OF EDUCATION**

Credits – 4

Hours – 60+45

Theory Paper – 3 Hrs

Internal – 20

External - 80

Total – 100

**Objectives:**

1. To develop conceptual understanding of Philosophy and education.
2. To develop understanding of philosophy of National and Human values
3. To develop the understanding of Basic tenets, and practices of the Indian and Western schools of Philosophy.
4. To develop critical appraisal of contributions made by prominent Indian and western educational thinkers.
5. To develop understanding regarding applicability of educational thoughts of great thinkers in present scenario.

**Unit I: Philosophy and Education:****20 Marks**

- a. **Philosophy** - Meaning, Need, Scope and functions.
- b. **Philosophy of Education** - meaning & scope, Functions Relationship between Philosophy and Education.
- c. **Branches of Philosophy and education:** Metaphysics, Epistemology and Axiology.
- d. **Philosophy of Human values.**
- e. **National values** -as mentioned in the Indian Constitution & their educational implications

**Unit II: Impact of Eastern Schools of Educational Philosophy:****20 Marks**

With reference to- Ontology, Epistemology and Axiology, Aims, curriculum, teaching-learning pedagogy, class/school Environment, assessment, role of teachers, Pupil teacher relationship, discipline and value formation

- a) **Bhagwadgeeta**    b) **Buddhist**    c) **Jain**    d) **Islam**

**Unit III: Impact of Western Schools of Educational Philosophy:****20 Marks**

With reference to- Aims, curriculum, teaching-learning pedagogy, class/school Environment, assessment, role of teachers, Pupil teacher relationship, discipline and value formation.

- a. Reconstructionalism.
- b. Perennialism
- c. Essentialism
- d. Existentialism.
- e. Humanism

**Unit IV: Contribution of Great thinkers:****20 Marks**

With reference to their views on philosophy of life, philosophy of education and applicability of their educational thoughts in present educational system

- a. Swami Vivekananda,
- b. Ravindranath Tagore
- c. Yogi Aurobindo
- d. Mahatma Gandhi

- e. Mahatma Phule
- f. Dr. B.R Ambedkar
- g. Plato
- h. John Dewey

**Practicum: (Any One)**

1. Survey on inculcation of Human values at school level.
2. Critical analysis of any one Eastern/Western schools of philosophy
3. Write the utility of educational thoughts of any thinker in present scenario

**References:**

1. Ambedkar, B.R., (1956). Goutam Buddha and His Dhamma. Delhi: Government Press.
2. Bhatia, B.D., (1970). Theory and Principles of Education (11th Ed). New Delhi
3. Brubacher, J.S., (1969). Modern Philosophies of Education. New York: Mc Graw Hill Co.
4. Chaube, S. P, (1981).Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
5. Curtis, S.J., (1968). An Introduction to Philosophy of Education. London: University Press.
6. Chisholm, Roderick (2003). Theory of Knowledge. New Delhi: Printice Hall of India.
7. Hick, John H., (2003). Philosophy of Religion. New Delhi: Prentice Hall of India.
8. Chauhan,C.P.S(2004),Modern Indian Education,New Delhi;Kanishka Publication.
9. Hospers, John. (1956). An Introduction to Philosophical Analysis. London: Routledgeand Kegan Pvt.Ltd.
10. Indian Social Institute (1998). Human Rights Education. New Delhi: Indian Social Institute & people's Union for Liberties, Lodi Road.
11. Keneller, G. E., (Ed) (1971). Introduction to Philosophy of Education (2nd Edition) New York.
12. Rusk, R. P., (1929). Philosophical Basis of Education. London: Warnick University Press Ltd.
13. Satija,B. R. (2003). Trends in Education. New Delhi: Anmol Publication.
14. अकोळकर, ग.वि. (१९९४) गांधी विचार दर्शन, (तिसरी आवृत्ती). पुणे : पृथ्वी प्रकाशन.
15. बोकील, वि.पा.(१९६७) — शिक्षणाचे तत्त्वज्ञान. (दुसरी आवृत्ती) पुणे : चित्रशाळा प्रेस.
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17. पारसनीस, न.रा. शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
18. पेंडके, प्रतिभा (२०१०) शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
19. पेंडके, प्रतिभा (२०१०) जागतिक शिक्षण तज्ज्ञ. नागपूर : विद्या प्रकाशन.
20. दिक्षित श्रीनिवास (१९७५). भारतीय तत्त्वज्ञान. नागपूर : सुविचार प्रकाशन मंडळ.

## PC2: PSYCHOLOGICAL FOUNDATION OF EDUCATION

Credits – 4

Hours – 60+45

Theory Paper – 3 Hrs

Internal – 20

External - 80

Total – 100

### Objectives:

1. To make student understand the process of learning
2. To acquaint the learner with different learning environments.
3. To enable the learner to understand different styles of learning,
4. To enable the learner to understand motivation and its approaches.
5. To make the learner understand theories of personality and mental health.
6. To acquaint the learner with various strategies of stress management.

### Unit I: Learner and Learning:

20 Marks

- a. Definition of learner & Learning
- b. Nature of learning
- c. Types of Learning
- d. Co-operative Learning
- e. Application of learning theories – Gagne, Carl Roger's

### Unit II: Learning Environment:

20 Marks

- a. Physical environment instructional time, discipline.
- b. Diversity in learning context: i) oversized classroom ii) social diversities
- c. Language and ethnic
- d. Inclusive environment in the classroom for all types' learners

### Unit III: Brain Based Learning:

20 Marks

- a. Concept and principles of brain based learning
- b. Strategies for brain-compatible classrooms
- c. Role of motivation and approaches to motivation : i) humanistic ii) cognitive
- d. Learning styles

### Unit IV: Theories of Personality and Mental Health:

20 Marks

- a. Theories of personality
  1. Trait (All port, Cattell).
  2. Type.(Sheldon, Kretshmer)
  3. Humanistic (Carl Rogers),
  4. .Indian Concept of Personality development.
- b. Mental health- Meaning, characteristics of mentally healthy person
- c. Maladjustment – Concept, and causes of maladjustment.
- d. Mechanisms of adjustment.
- e. Stress management- Concept, Nature, and strategies for coping with stress.

**Practicum : – (Any One)**

1. Conducting case study on one student who has difficulties in learning in primary Education.
2. Administer any psychological test/ tool on a group of students.
3. Identify dominant learning style of an individual.
4. Survey of strategies used in schools for personality development and prepare a report.

**References**

1. Atkinson, Richard C., et. Al. (1983). *Introduction to Psychology*. New York Harcourt Brace Jovanovich Inc.,.
2. Bandura, A. (1977). *Social Learning Theory*. Cliff, N. J. : Prentice Hall.
3. Bickhard, M. H. (1992). *How Does the Environment Affect the Person?* In L. T. Winegar, J. Valsiner (ed.).
4. Cruickshank, W. M. (1980). *Psychology of Exceptional Children and Youth*. N. J. Prentice Hall.
5. Dandapani, S. (2001). *Advanced Educational Psychology*. (2nd edition), New Delhi, Anmol Publications Pvt. Ltd.
6. Dutt, Suresh (1997). *Society and Education*. Anmol Publications.
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8. Higgins, F. T. and Kruglanski, A. W. (1996). *Social Psychology : Handbook of Basic Principles*. , New York Oxford Press.
9. Spingler D. Michael and Lieber, M. Robert (1989). *Personality strategies and Issues*. California. Books/Cole publishing company pacific Grow,
10. पारसनीस. न.रा. (२००८) प्रगत शैक्षणिक मानसशास्त्र. पुणे : नुतन प्रकाशन
11. जगताप ह.न. प्रगत शैक्षणिक मानसशास्त्र. पुणे : नुतन प्रकाशन.
12. कुलकर्णी (२००८) प्रगत शैक्षणिक मानसशास्त्र. नागपूर : विद्या प्रकाशन.
13. खरात अ.पा. प्रगत शैक्षणिक मानसशास्त्र. पुणे : श्री. विद्या प्रकाशन.

**TC1: RESEARCH METHODOLOGY -I**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:**

1. To make students aware of importance and need of research in education.
2. To make them Familiar with the nature of research in education.
3. To impart them concepts of Scientific Method, Scientific Inquiry
4. To train students in selecting the suitable problem.
5. To make students familiarize with the steps of research proposal and train them in formulating research proposal.
6. To acquire the knowledge of various methods for educational Research and prepare research proposal.

**Unit I: Educational Research****20 Marks**

- a. Scientific Thinking and Research.
- b. Concept, characteristics & need of Research in Education.
- c. Types of Educational Research - Fundamental, Applied and Action Research.
- d. Approaches of research- Qualitative and Quantitative Research.

**Unit II: Research Problem****20 Marks**

- a. Sources and selection of research problem
- b. Review and importance of review of related literature and researches.
- c. Hypothesis :meaning ,types ,characteristics of hypothesis
- d. Steps in preparation of research proposal

**Unit III: Methods of Educational Research****20 Marks**

- a. Historical.
- b. Descriptive – Survey ,School Survey, Public opinion Survey
- c. Experimental.
- d. Case Study.
- e. Mixed method of research

**Unit IV: Basic Statistics for Research****20 Marks**

- a. Types of Data: Quantitative & Qualitative Data
- b. Data Analysis -
  1. Tabulation of data.
  2. Graphical representation of data.
  3. Measures of Central Tendency – Mean, Median and Mode.
  4. Measures of Variability – Range, Quartile Deviation, Standard Deviation.
- d. Normal Probability Curve and its applications.
- e. Standard scores

**Practicum: (any one) -**

1. Collect any 05 review of researches related with your dissertation topic from Buch volume, journals, internet etc
2. Collect scores of any two subjects acquired by the students from one class and find Mean and Standard Deviation.
3. Find T scores from raw scores of any five subjects acquired by the student.
4. Collect scores of any two classes and compare their scores with graphical representation.

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**TCP1- SELF DEVELOPMENT & YOGA****Credit 1****Marks 25****Hours 45****Objectives :**

1. To motivate students for self-development.
2. To motivate students for Practicing Yoga in daily life

**Procedure:**

- Orientation regarding self development and Yoga. (Powerpoint Presentation (PPT) can be used to present the information)
- Arrange two-three days workshop (linear or non linear pattern) on Self Development and yoga
- Assigning any project related to Yoga.
- Practice of yogic exercises.

**In workshop:**

1. help students to understand the conceptual information about Self Development and Yoga
2. Arrange activities for Self Development of students.
3. Motivate students to complete a project on Self Development and yoga.
4. Focus on Yoga skills

**The Evaluation Structure**

- |   |            |
|---|------------|
| 1. Knowledge of self development and Yoga | 05 (marks) |
| 2. Project work                           | 10 (marks) |
| 3. Participation in workshop              | 10 (marks) |

**Total 25**

## TCP2- COMMUNICATION SKILLS

**Credit 1**

**Marks 25**

**Hours 45**

### Objectives :

- To develop the communication skills in students.

**Procedure :** A short-term workshop is intended to enhance the ability of the students to listen, converse, speak, present, explain and exposit ideas in groups and before an audience - as this is the one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology.

After completion of this course students will able to :

- Write official letters.
- Report official events.
- Follow Mannerisms, etiquette and netiquettes.
- Face and conduct interviews.
- Conduct official programs.
- Arrange activities for students to develop the communication skills.
- Motivate students to complete project on communication skills.
- Focus on the speaking communication skills ( English, Marathi, and Hindi).
- Also focus on students teacher communication skills.
- Powerpoint Presentation (PPT) can be used to present the information.

### Activities:

1. Writing Official Letters - English and Marathi
2. Leave Application to H. O. D., Request for Bona fide to Registrar.
3. Interview Skills - Conduct & face Interview
4. Comparing the Program / Master of Ceremony
5. Proposing Vote of Thanks (After Program)
6. Basics of reporting an Activity e.g. - Educational Tour Report
7. News Paper Reporting of Program e.g. - Conference, Seminar etc.
8. Preparing a Program or agenda of an Event e.g. - Teachers Day, Cultural Activities

### The Evaluation Structure

1) Knowledge of Communication Skills	05 (marks)
2) Project Work	10 (marks)
3) Participation in Workshop	10 (marks)
<b>Total Marks 25</b>	

**TCP3- EXPOSITORY WRITING****Credit 1****Marks 25****Hours 45****Objectives:**

1. To develop skill of writing used to explain, describe, give information.
2. To Develop the expository writing skill in students
3. To help students to understand the conceptual information about expository writing skills (Concept, types with examples)

**Expository writing:**

This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles, and other forms of writing, so long as they seek to explain. Students are supposed to write an expository writing with power point presentation.

**Procedure:**

A short-term workshop is intended to enhance the ability of the M.Ed. Course students to listen, Converse, Speak, present, explain and exposit ideas in groups and before an audience- as this is one of the essential expectations from all professionals in education. The workshop should also involve training in ICT and educational technology.

Students are supposed to write an expository writing with power point Presentation in the workshop out of the following topics -

This includes,

- i) Articles
- ii) Biographical writing
- iii) Extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers ( various Science, Mathematics, History, Geography, Literature / language pieces)
- iv) Writing a review or a summary of the text, with comments and opinions
- v) Newspaper or magazine articles on topics of contemporary interest.

**The Evaluation Structure**

1) Knowledge of expository writing	05(marks)
2) Contents of the expository writing	10(marks)
3) Participation &Use of ICT for Presentation	10(marks)

**Total Marks 25**

# **M.Ed Second Semester**

**SEM-II****PC3: SOCIOLOGICAL & HISTORICAL FOUNDATIONS OF EDUCATION**

Credits – 4  
Hours – 60+45  
Theory Paper – 3 Hrs

Internal – 20  
External - 80  
Total – 100

**Objectives:**

1. To develop the understanding of sociological foundation of education.
2. To develop the understanding of interrelationship between culture and education.
3. To create an awareness about the impact of various modern views in education.
4. To acquaint students with the historical development of Indian education.
5. To make the students aware of the controversial issues in the field politics and its impact on education.

**Unit 1: Sociological foundation and Education****20 Marks**

- a. Concept and scope of sociology of Education.
- b. Difference between Educational Sociology and Sociology of Education.
- c. Social change and Education- concept, types, Role of education
- d. Education as a process of socialization and social progress.
- e. Culture- Meaning ,Role of Education in cultural context
- f. Equality and Equity in Education- concept and need.
- g. Education theories – Emile Durkheim, Maxwaber, Karl Mannheim

**Unit II: Modern Views in Education****20 Marks**

- a. Open schooling– concept and need
- b. Education for oppressed – the views of Poulow Freire.
- c. De-schooling society – the views of Evan Elich.
- d. Life skill education.
- e. The impact of Liberalization, Privatization and Globalization on Education
- f. Social Networking and Education
- g. Role of Education for sustainable development.

**Unit III: Historical Perspective of Education****20 Marks**

- a. **British Period:**  
Oriental Vs Anglicism Education, Macaulay’s Minutes, Woods Despatch report, Hunter Commission, Hartog Committee. Basic Education
- b. **Independent Period :**  
University Commission (1948-49) ,Secondary Education Commission (1952-53)  
Indian Education Commission (1964-66), National Policy on Education (1986 & 1992)  
National Commission on Teachers (1999) Critical review of NCF 2005, National Knowledge Commission(2005).

**Unit IV: Political & Economical Perspectives of Education****20 Marks**

- c. Concept of Politics, Perspectives on the Politics of Education: Liberal, Conservative and Critical
- d. Political reforms and Education, Education for political development and Political socialization
- e. Aims, curriculum, methods of teaching and Administration of Education under Democratic state.
- f. Education and Democracy- constitutional provision for education.
- g. Concept, Need and Principles of Economics of Education
- h. Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis.

**Practicum - (Any One)**

1. Critical analysis of education system in British and Independence Period.
2. Organization of programme on any social issue and submission of its report.
3. Prepare a report on impact of social networking media on education.
4. Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education
5. Develop a Cost benefit analysis chart and report with reference to any educational institute.

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**Web Address :**

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2. <http://oyc.yale.edu/political-science/plsc-114/lecture-15>
3. <http://plato.stanford.edu/entries/locke-political/>

## PC4- EDUCATION STUDIES

Credits – 4  
Hours – 60+ 45  
Theory Paper – 3 Hrs

Internal – 20  
External - 80  
Total – 100

### Objectives :

To enable students:

1. to know the widening horizons of education in globalization.
2. to prepare the students for theory and research in an era of rapidly increasing racial, ethnic, linguistic, and secular and caste based diversity.
3. to understand the importance of interdisciplinary in education.
4. to understand the use and impact of technology in education.
5. to prepare students to provide social service and leadership in culturally diverse, economically challenged democratic society through education.
6. to encourage students to think critically and creatively the process of teaching and learning about the place of education in society.

### Unit I: Interdisciplinary nature of Education.

**20 Marks**

- a. Interdisciplinary nature of education: relationships with disciplines such as philosophy, psychology, sociology, management, economics, anthropology etc.
- b. Educational theory, research and practice from the point of view of interdisciplinary.
- c. Indian Education system – Nature, scope, achievements and limitations.

### Unit II: Education of different sections of society.

**20 Marks**

- a. Minority studies
- b. Gender studies
- c. Multi-cultural studies
- d. Inclusive Education

### Unit III: Education and Democracy

**20 Marks**

- a. Political education.
- b. Education for democracy.
- c. Education for national integration.
- d. Education for secularism.

### Unit IV: Changing context of Education, Role of Teacher and Society

**20 Marks**

- a. Multiple schools contexts: rural/urban, tribal, schools affiliated to different boards, Changing role of personnel in school management: teachers, headmasters, and administrators.
- b. Education for Peace : Importance of peace, Strategies for Developing peace among students, Towards Knowledge Societies: For Peace and Sustainable Development (UNESCO, 2015)
- c. Role of a teacher to provide social service and leadership in culturally diverse, economically developing democratic society.

**Practicum (Any one):**

1. Visit to any educational institution and writing a report.
2. Collect information and make presentation on different types of universities.
3. Collect information regarding policies on education for disabled.
4. Prepare a report on constitutional provisions for education in India.

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## TC2- RESEARCH METHODOLOGY -II

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

### Objectives :

To enable the trainees:

1. to apply different tools and techniques for research.
2. to use various statistical measures for interpreting the results of educational research.
3. to understand the use of statistical parameters for testing the hypothesis.
4. to understand the use of computer and software application for data analysis.
5. to develop the skill of Research report writing
6. to cultivate the scientific attitude for research
7. to develop the research culture and atmosphere in institution.

### Unit I: Sampling Techniques

20 Marks

- a. Population and Sample: Meaning
- b. Importance of sampling
- c. Characteristic of a good sample
- d. Size and appropriateness of sample
- e. Sampling techniques : Probability ,non probability sampling &its types

### Unit II: Tools and techniques of Data collection:

20 Marks

- a. Construction and standardization of a tool , reliability and validity of a tool
- b. Questionnaire
- c. Rating scale and check list
- d. Interview
- e. Observation
- f. Attitude scale
- g. Test - Achievement, Intelligence, Aptitude, Personality and Interest Inventory.

### Unit III: data analysis and Hypothesis testing

20 Marks

- a. Hypothesis testing: Levels of significance, Type I and Type II errors in testing hypothesis. Two tailed and one tailed tests.
- b. Measures of Relationship – Concepts of Correlation – Rank difference method, Product Moment Method. concept of regression, regression equation, regression line and their uses.
- c. The t-test: Independent and Correlated
- d. concept of ANOVA-Analysis of variance
- e. Chi square test
- f. Knowledge Of Different Types Of Software For Statistical Analysis :i)SAS-Statistical Analysis System ii) SPSS- Statistical Package For Social Sciences
- g. Analysis of data in qualitative research.

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# **M.Ed Third Semester**

**SEM-III****PC5- CURRICULUM STUDIES**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:**

To develop an understanding of trainees regarding

1. concept, nature, principles, determinants and strategies of curriculum foundation.
2. approaches to curriculum studies
3. inquiry in curriculum studies
4. models of curriculum development
5. selection and organization of learning experiences
6. issues in curriculum development
7. research areas in curriculum studies

**Unit I: Curriculum****20marks**

- a. Meaning, Concept and Determinants of Curriculum
- b. Curriculum as a Body of Organized Knowledge, Inert and Live Curriculum
- c. Components of Curriculum: Objectives, Content, Transaction Mode and Evaluation
- d. Curriculum Development: Principles and strategies .

**Unit II: Foundations of Curriculum****20Marks**

- a. Philosophical ,sociological, psychological ,Cultural, Political and Economical Foundations of Curriculum
- b. Different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based, learner-centred and constructivist, Factors affecting curriculum development,
- c. Role of organizations like NCERT, SCERTs, UGC and NCTE in curriculum development

**Unit III: Models of Curriculum Development****20 marks**

- a. Tylers-1949, Hilda Taba 1962, Nicholls and Nicholls-1972 and Willes and Bondi-1989 Model
- b. Need Assessment Model and Futuristic Model
- c. Vocational/Training Model
- d. Evaluation of Curriculum: Need for continuous evaluation of curriculum, Process of curriculum evaluation ,Methods of curriculum evaluation

**Unit IV: Issues and recent development in Curriculum Development****20 marks**

- a. Centralized Vs. Decentralized Curriculum
- b. Diversity in Teachers' Competence and Problem of Curriculum Load
- c. Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009

**Practicum:(Any one)**

1. Critical appraisal of curriculum (science/social science/mathematics/languages) as per specialization course.
2. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
3. Develop a curriculum evaluation plan for a school subject at elementary/secondary stage(As per specialization).
4. Compare the curriculum of different boards of Education.

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**TE2- TEACHER EDUCATION -II**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:**

To enable the students to-

1. understand the nature, concept, objectives and structure of teacher education.
2. critically examine the development of teacher education in India.
3. critically analyze the curriculum of pre service and in-service teacher education.
4. understand the issues and researches in the area of teacher education.

**Unit I: Pre service Teacher Education****20 Marks**

- a. Components of Pre service teacher education.
- b. National Curriculum Framework- 1978,1988,1998,2000 & 2014
- c. Teacher education curriculum at different levels
- d. Curriculum transactional strategies - Interactive lectures, Demonstration, Workshops, assignments,
  - a. Projects, Seminar.
- e. Management of school experiences and Internship.
- f. Assessment and Evaluation of pre-service teacher education programme .

**Unit II: In-service Teacher Education****20 Marks**

- a. Concept & Importance of continual professional development of teachers.
- b. Modes of in-service teacher education- Face to face, distance, cascade model
- c. Planning and Organization of in-service teacher education Programme- Training Need
  - a. Analysis, Curriculum formulation, Preparation of Training material & Transactional modes.
- d. Assessment and Evaluation of in-service teacher education programme.

**Unit III: Issues and Researches in Teacher Education.****20 Marks**

- a. Areas of researches in teacher education.
- b. Issues in teacher education and related researches.
- c. Research Trends in teacher education.
- d. constructivism and teacher Education
- e. Future of Teacher Education
- f. Right to Education (RTE 2009)

**Unit IV: Professional Development of Teachers****20 Marks**

- a. Concept of Profession and Professionalism, Teaching as a Profession,
- b. Professional Ethics of Teachers
- c. Personal and Contextual Factors affecting Teacher Development
- d. Performance Appraisal of teachers- self, students ,peer, administrator and stake holders.
- e. ICT Integration, virtual classrooms and Quality Enhancement for Professionalization of Teacher Education

**Practicum (Any One)**

1. Interview of 5 teacher educators to know the problems of inservice/ preservice teacher training.
2. Preparation of a tool for identifying the training needs of teachers and prepare a content for the training  
(This practical is to be conducted in groups of 5 students through a workshop)
3. Review of two recent research studies in teacher education with reference to design, findings and policy implications.
4. Develop a format for appraisal of teacher educators.

**Essential Readings**

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (2009): National Curriculum Framework.
- NCTE(2014) Curriculum Framework.

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5. Charushila, G. (1967), New Era in Teacher Education, New Delhi: Sterling Publishers.
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7. Dave, R.H. and Crofley, A.J (1978). Life Long Education and the Training of Teachers, Oxford: Hamberg
8. Epstein, Ht. (1970). A Strategy for Education London: Oxford University Press.
9. Hillard, F.H. (1971), Teaching the Teacher Education London : George Allen and unwin Ltd.
10. Jangira, N.K. (1978). An Experiment in Teachers in Teacher Education and Teacher Effectiveness. Delhi: Frank Brothers and Co.
11. John, M.N. (1971). Towards Accountable Teachers, their appraisal and Improvement New York: Holt Rinehart and Winston.
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13. Lomax, D.E. (1973). The Education of Teachers in Britain London: John Wiley and Sons.
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15. Mukerji, S.N. (1968). Education of Teachers in India (Vol.1 and 11) New Delhi: Sultan Chandan
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17. Education: Towards Professional and Human Teachers, New Delhi: Member Secretary,
18. National Council for Teacher Education.
19. National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
20. National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
21. National Curriculum Framework for School Education (2006) NCERT: J.J. offset Printers.
22. NCERT (1991a). Elementary Teacher Education Curriculum – Guidance and syllabus. New Delhi, NCERT.
23. NCTE (1988). National Education curriculum – A Framework. New Delhi.
24. NCTE (1978). Teacher Education Curriculum. A Framework. New Delhi, NCERT.
25. Panigrahi, S.C, and Biswal, A. (2012). Teacher Education. New Delhi: APA Publishing Corporation

26. Pires, E.A. (1959). Better Teacher Education. New Delhi: University Press.
27. Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House
28. Rao, D. (2003). Teachers in a changing world New Delhi: Discovery Publishing House.
29. Report of the Secondary Education.(1954)
30. Report of the University Education (1947-48):
31. Sharma, R.A. (1999). Teacher Education: Meerut:Loyal Publishers Pvt. Ltd.
32. Sharma, S.P.(2003). Teacher Education. New Delhi: Kanishka Publishers
33. Smith, E.R. (1962).Teacher Education. A Reappraisal. New York: Harper Row Publishers.
34. Stinnet, T. M.(1965).The Professional of Teaching. New Delhi: Prentice Hall of the India(Pvt) Ltd.
35. Stone, J.C, (1970). Breakthrough in Teacher Education. San Francisco: Josswey Bass Inc.
३६. पारसनीस न.रा. शिक्षकाचे प्रशिक्षण, पुणे : नुतन प्रकाशन
३७. कक्कड व गायकवाड. शिक्षण व अध्यापक शिक्षण विचार मंथन पुणे : नुतन प्रकाशन
३८. चिंचोलीकर व जाधव रवि. अध्यापक शिक्षक पुणे : नित्य नुतन प्रकाशन
३९. जाधव रवि व गायकवाड गौतम (२०१५) शिक्षणातील आधुनिक विचार. औरंगाबाद : कैलास पब्लीकेशन.



**SPECIALIZATION COURSE  
SPEL- A: ELEMENTARY EDUCATION**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:**

Enable the learners to:

1. understand the different perspectives and context of elementary education.
2. understand the different policies and programmes of elementary education.
3. understand the system and structure of elementary school education in India.
4. understand the curriculum across different types of school in India.
5. develop the skills and knowledge required for resource management in schools at elementary level.
6. understand Curriculum and Evaluation at Elementary level

**Unit I: Elementary Education & Universalization of Elementary Education** **20 Marks**

- a. Elementary Education; - Concept, Meaning, Objectives, Need and significance.
- b. Child Developmental Issues: - Influence of Home, School and Community.
- c. New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach and e-learning.
- d. Universalization of Elementary Education (UEE)
  1. Concept, Meaning, Objectives and Role of UEE
  2. Measures towards realization of UEE
  3. Critical Appraisal of Current status of UEE

**Unit II: Policies and Programmes of Elementary Education** **20 Marks**

- a. Agencies of Policy Making- N.C.E.R.T, S.C.E.R.T
- b. Policies and schemes related to Elementary education as highlighted in National Policy on Education -1986, National Plan of Action-1992 .
- c. National Programmes: Universal Elementary Education (UEE)
- d. National Campaign for Education for All (Sarva Shiksha Abhiyan),
- e. Right to Education as fundamental right.

**Unit III: System and Structure of Different School Boards at Elementary level** **20 Marks**

- a. Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools
- b. Organizational Structure of school in India, Types of School Education ( Aided- unaided and residential schools.)
- c. Issues related to Elementary Education .

**Unit IV: Curriculum and Evaluation at Elementary level****20 Marks**

- a. Elementary School Curriculum- Principles, Objectives, Planning.
- b. Curriculum transaction at elementary level.
- c. Evaluation: Principles and tools- Term Evaluation (TE), Continuous Comprehensive Evaluation (CCE), Recommendation of National Curriculum Frame work for elementary education in reforming Evaluation practices.
- d. New Trends in evaluation of Elementary Education Grading system: Assessment as a continuum, Use of multiple sources for comprehensive assessment, Ways of Assessment- observation, records, maintaining profile .Competency based assessment.

**Practicum (Any One):**

1. Case Study of Pre-Primary /primary school.
2. Documents Analysis on Politics related ECCS and UEE.
3. Comparative study of continuous and comprehensive evaluation of different boards of elementary education.

**References**

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4. Government of India (1987) Programme of Action, New Delhi: MHRD.
5. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
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10. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
11. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
12. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
13. MHRD (1966): Report of the Education Commission, New Delhi.
14. MHRD (2001): Convention on the Right o the child. New Delhi.
15. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
16. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
17. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
18. National Curriculum Frameworks for Teacher education, 2009
19. National Policy of Education 1986/1992.
20. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
21. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
22. NCERT (1997) Code of Professional Ethics for Teachers
23. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
24. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.

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28. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
29. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
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32. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
33. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
34. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal
३५. जाधव रवि व गायकवाड गौतम (२०१५) शिक्षणातील आधुनिक विचार. औरंगाबाद : कैलास पब्लिकेशन.

## SPECIALIZATION COURSE

**SPHE- B: SECONDARY AND HIGHER SECONDARY EDUCATION**

Credits – 4

Hours – 60+45

Theory Paper – 3 Hrs

Internal – 20

External - 80

Total – 100

**Objectives:**

Enable the learners to:

1. understand the different perspectives and context of secondary and higher secondary education.
2. understand the different policies and programmes of secondary and higher secondary education.
3. understand the system and structure of secondary and higher secondary education.
  - a. in India.
4. understand the curriculum across different types of school in India.
5. understand Curriculum planning and development at secondary and higher secondary level.

**Unit I: Secondary and Higher Secondary Education Problems and Challenges 20 Marks**

- a. Concept, Meaning, Objectives, Need and significance.
- b. Status of secondary and higher secondary education
- c. Exposure to integrated and subject specific stream, guidelines and counseling strategies to meet changing physiological and sociological requirements.
- d. Universalization of secondary education- nature, issues and challenges
- e. Alternative schooling- Problems and strategies
- f. Education for the deprived- Problems, challenges and strategies- problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems.

**Unit II: Policies and Programmes of Secondary and Higher Secondary Education 20 Marks**

- a. Agencies of Policy Making- N.C.E.R.T, S.C.E.R.T
- b. Policies and schemes related to Secondary and Higher Secondary Education- National Policy of Education (1992), National Scheme of Incentives to Girls for Secondary Education (2008)
- c. National Programmes: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) -"National Mission for Secondary Education", Inclusive Education for Disabled at Secondary Stage, The Adolescence Education Programme (AEP)

**Unit III: System and Structure of Different School Boards at Secondary and Higher Secondary Level 20 Marks**

- a. Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools, Special-Needs Schools
- b. Organizational Structure of school in India, Types of School Education (Aided- unaided & residential).
- c. Issues related to Secondary and Higher Secondary Education.

**Unit IV: Curriculum Planning and Development in Schools at Secondary and Higher Secondary****Level****20 Marks**

- National Curriculum Framework 2005 by NCERT
- Curriculum Design and Evaluation at different boards of School Education at Secondary and Higher Secondary level ( SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)
- General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods of transaction in specific contexts.

**Practicum :( Any one)**

- Visit to schools and study the different adolescent problems faced by teachers in schools and the strategies they adopt to face them.(minimum ten teachers).
- Analyze the best practices in schools of different boards of secondary education.
- Prepare a report on Navodaya vidyalayas, their vision and mission and the achievements.
- Visit to Centers of open schools and prepare a report.

**References:**

- Agrawal. S. P., &Agrawal, J. C. (1994). Third Historical Survey of Educational Development in India. New Delhi: Concept Publications.
- Andrey& Howard Nicholls. Developing Curriculum- A Practical Guide.
- George Allen and Unwin, London, 1978 Brangled, T. (1968).Japan Culture, Education and change in two communities. New York: Holt Rinchart and Winston Publications.
- Craner, L.F. & Brown.G.S. ;Contemporary Education: A Comparative Study of National System. New York, Harcourt Brace & Company,
- Denis Lawten. School Curriculum Planning Hodder and Stoughton.London, 1986.
- Dunkin, J. Michcal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Gatkal Ranjana (2003). Madhymik and UchhamadhyamikShikshannachaVikas, Nasik Prajakt Publication,.
- Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encylopedia of Education New York Pergamon Press, , Vol. 1-12.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, New Delhi. Govt. of India,
- NCERT (1987) In service Training Package for Secondary Teachers New Delhi MHRD,.
- Kuppuswami B., "Social change in India" Vikas Publications, New Delhi.
- Mukerjee S.N. : "Education in Modern India"
- Nurulla&Naik : "History of Education in India during British rule"
- Mookerji, R. K. (1969). Ancient Indian Education. New Delhi:
- MotilalBanarsidas SayedMahmud : "History of English Education in India" Report of the University Education Commission : (Radhakrishana Commission, Vol-I, 1949)
- Report of the Indian University commission, (1902)
- Hughes, J. M. (1962). Education in America. New York: Harper and Row Publishers.
- Kumar, S. (2005).Ancient Educational Philosophy. New Delhi: Anmonl Publications.
- Nigam, B. K. (1993). History and Problems of Indian Education. New Delhi: Kanishka Pruthi, R. K. (2005). Education in ancient India. New Delhi: Sonali Publications.

20. Sharma, R. S. (2006). Comprehensive history of Modern Education. New Delhi: Cybertech Publications.
21. Singh, V. (2005). Development of Education in India. New Delhi: Akansha Publication House.
22. Ulich, R. (1971). Three thousand years educational wisdom. United States of America: Harvard University.
23. Vaidya, (2005) Educational Reforms. New Delhi: Deep and Deep Publications.

# **M.Ed Fourth Semester**

**SEM- IV**  
**EC1- ICT IN EDUCATION**

Credits – 4  
Hours – 60+45  
Theory Paper – 3 Hrs

Internal – 20  
External - 80  
Total – 100

**Objectives:**

To enable the student teacher to:

1. understand the Concept, need and importance of ICT.
2. get acquainted with ICT supported teaching learning strategies.
3. prepare the students to select to appropriate ICT facilities.
4. get acquainted with the new trends in ICT.
5. get information about computerized multimedia
6. make appropriate use of ICT .
7. prepare the students to become ICT skilled teachers.

**Unit I: ICT in Education****20Marks**

- a. Concept, Need and Importance of ICT in Education.
- b. Paradigm Shift due to ICT from 'Teaching' to 'Learning'.
  1. Curriculum
  2. Methods of Teaching
  3. Role of Teacher
  4. Classroom Environment
  5. Evaluation procedure
  6. Educational Management
- c. Challenges and Barrier to integration of I C T in Indian schools Classrooms
- d. ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
- e. Safe use of ICT – anti- virus , Net safety, Legal and Ethical Issues, awareness regarding cyber acts.

**Unit II:- ICT Supported Teaching Learning Strategies****20 Marks**

- a. E-Learning(online, offline)–concept, features and educational application
- b. Co-operative and Collaborative Learning –concept, features and educational application
- c. Project based Learning –concept, features and educational application
- d. Communication Tools - Mobile, e-mail, chat Online ,Conferencing, Blog, Wiki, Internet forum, News Groups. Different mobile app group , Social Networking as an effective Communication Tool.

**UNIT III:- New Trends in ICT****20 Marks**

- a. Virtual Classroom - concept, elements, advantages and limitations
- b. Smart class room – concept, elements, advantages and limitations
- c. Edusat - concept, elements, advantages and limitations
- d. Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

**UNIT IV: Media Characteristics****20 Marks**

- a. Concept and type of educational media
- b. Application of educational media
- c. Educational use of different media
- d. Concept and uses of multimedia



**Practicum: (Any one)**

- 1)Preparation and Presentation of two lessons by using power point.
- 2)Critical analysis of a computer based media packages with reference to its use in learning process.
- 3)Critical analysis of the different instructional packages developed by different agencies/institutions.
- 4)Report on Interventions of educational technology in the current practices of teacher training programmes in India.

**Reference Books:**

1. Gagne', R. M., & Briggs, L. J. (1979). Principles of instructional design. (2 nd ed.)New York: Holt, Rinehart, and Winston.
2. Gerlach, V. S. & Ely, D. P. (1971). Teaching and media: A systematic approach. Englewood cliffs, NJ: Prentice-Hall.
3. Hackbarth, S.(1996). The Educational Technology handbook. Englewood Cliffs, NJ: Educational Technology Publication.
4. Khan, B. H. (Ed.) (1997). Web-based instruction. Englewood Cliffs, NJ: Educational Technology Publication.
5. Percival, F. & Ellington, H. (1984). A handbook of educational technology. London:
6. 10 Richey, R. (1986). The theoretical and conceptual bases of instructional design. London:
7. Romizowski, A. J.(1986). Developing auto-instructional material. London: Kogan Page.
8. Babola, Daniel T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
9. Basandra, Suresh K. (2001). Computers Today. New Delhi: Galgotia Publishers Pvt. Ltd.
10. Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press.
11. Bloom, R. S., (1974). Taxonomy of Educational Objectives: New Delhi. McKay co., Inc.
12. Chauhan, S. S., (1983). Innovations in Teaching Leaving Process: New Delhi .Vikas Publishing House Pvt. Ltd.
13. Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.
14. Honcok, A, (1977). Planning for Educational Mass Media: New York. Longman Group Ltd.
15. Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi:BPB Publications.
16. Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pentagon Press.
17. Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.
18. Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.
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21. Brown J., Lewis Richard B, et al (1983). Instructional Technology Media And Methods. New York: Mc Graw Hill Book
22. Diwan, Parag.(2001). Information System Management. New Delhi: Pentagon Press.
23. Dixit, Manish, Internet an Introduction. New Delhi: Tata McGraw- Hill Publishing Company Ltd.
24. Laura, Marey Gold & Dan, Post (1998). Microsoft Excel 97. New Delhi: Prentice Hall of India Pvt. Ltd.
25. O'Leary Timothy J. Microsoft Office 2000. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
26. Tatpuje, Dipak & Others (2001). Information Technology Applications. Pune: Nirali Prakashan.
27. Shaikh Imran Ramzan,(2008),Educational Technology, Aurangabad. : Sufa publication,
28. जगताप ह.न. शैक्षणिक तंत्रज्ञान पुणे : नुतन प्रकाशन
29. ओक सुमन. प्रगत शैक्षणिक तंत्रविज्ञान.
30. बर्वे मिनाक्षी, संगणक शिक्षण व शिक्षक पुणे : नुतन प्रकाशन
31. जगताप ह.न. शिक्षणातील आधुनिक विचारप्रवाह. पुणे : नुतन प्रकाशन
32. राव उषा शैक्षणिक तंत्रविज्ञान नागपूर : महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ..

**EC2- EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION**

Credits – 4

Internal – 20

Hours – 60+45

External - 80

Theory Paper – 3 Hrs

Total – 100

**Objectives:**

1. To acquaint students with the emerging concept of Educational Administration.
2. To impart knowledge of the concept of and related concepts underlying Educational Administration.
3. To help the students to understand the nature of Educational Planning, Educational Leadership.
4. To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
5. To develop an insight about key concepts of Educational Supervision.
6. To keep students precisely informed about the Educational Planning in India.

**Unit I: Concept, Need and Process of Educational Planning:****20 Marks**

- a. Educational Planning :Concept ,nature ,need and importance .
- b. Need and importance of Educational Planning.
- c. Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning.
- d. Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education. Historical Background, Features, Impacts, Merits, Demerits.

**Unit II: Educational Leadership****15 Marks**

- a. Meaning and Nature of Educational Leadership,
- b. Theories of Leadership,
- c. Styles of Leadership: Autocratic, Democratic & Laissez Faire,
- d. Group Dynamics and Human Relations.

**Unit III: Educational Management & Administration:****20 Marks**

- a. Educational Management and administration: Concept Nature and scope.
- b. Theories of Administration
  1. Scientific Management : F.W Taylor
  2. Bureaucratic Model : Max Weber
  3. Human Relations and Human Resources Model : Elton Mayo
  4. Political and Decision making model
  5. Contingency Model

**Unit-4 Educational Supervision and Expenditure****25 Marks**

- a. Educational Supervision :Meaning , Nature & Functions
- b. Supervision v/s inspection
- c. Planning, Organizing and Implementing Supervisory Program

- d. Issues and challenges in Educational Supervision.
- e. Educational Expenditure: meaning and types
- f. Concept of Cost of Education and Expenditure on Education
- g. Management of various resources :human ,physical & financial

**Practicum : (Any one)**

- 1) Critical appraisal of the Five year plans in India
- 2) Study of leadership qualities of any five Head of the teacher training institutions.
- 3) Visit to any one Managements School - Public School / Military School / International School / Navodaya Vidyalaya / Ashrama Shala and report writing .
- 4) Account of Educational Administration in India grant-in-Aid Policy at Elementary and Secondary Education

**References :**

1. Adams, D. (1958.): Educational Planning, Centre for Development of Education, Syracuse University Press, All University School Education,.
2. Bettelheim, C.: Study in the Theory of Planning, Asia Publishing House, Bombay,1961.
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8. Chalam, K. S. (1993). Educational Policy for Human Resources Development. Company, New Delhi. Deep & Deep Publishers.
9. Chaturvedi, R. N.(1989). The Administration of Higher Education in India (Jaipur): Print well Publishers..
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11. Goel, S. L. (2005). Management in Education. New Delhi: A.P.H. Publishing Corporation.
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18. Naik, C(1957): Leadership and Educational Administration, New Delhi, Ministry of Education,.
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### EC3- EDUCATIONAL MEASUREMENT AND EVALUATION

Credits – 4

Hours – 60+45

Theory Paper – 3 Hrs

Internal – 20

External - 80

Total – 100

**Objectives:** To enable the student to-

1. get acquainted with the basic concepts and practices adopted In educational measurement and educational evaluation
2. understand the relationship between measurement and Evaluation
3. to understand taxonomy of educational objective
4. get acquaint with various reforms in examination system
5. get oriented with the tools of educational measurement and Evaluation.
6. develop skills and competencies in constructing achievement test.
7. acquaint with procedures of standardizing a test. 8) Use standardize test and interpret the scores.

#### Unit I: Educational Evaluation And Examination Reforms

20 Marks

- a. Meaning and concept of Educational Measurement
- b. Educational Evaluation - Concept, process, principles and Types.
- c. Relationship among measurement and evaluation
- d. Taxonomies of educational objectives.
  1. Bloom’s taxonomy of Cognitive domain.
  2. Krathol’s taxonomy of Affective domain
  3. Dave’s taxonomy of psychomotor domain
- e. Examination reforms –
  1. Grading and Credit System.
  2. Semester System.
  3. Question Bank.
  4. Continuous and comprehensive Internal Assessment.
  5. Moderation and revaluation.
  6. Online Examination.
  7. Open book exam

#### Unit II: Characteristics of a Good Measuring Tool and Its Preparation

20 Marks

- a. Characteristics-Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power.
- b. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability.
- c. Validity - Types, Factors affecting validity , interpretation and Improving validity
- d. Standardization Of the Test
  1. Meaning and need for standardization of the test
  2. Steps involved in standardization of the test.
- e. Norms –referenced and Criterion - referenced tests.

**Unit III: Tools of measurement and evaluation****20 Marks**

- a. Subjective and objective tools of measurement.
- b. Nature, characteristics, advantages and limitations of the tests: essay tests, Objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.
- c. Intelligence test: Individual & group ( verbal non-verbal and performance tests)
- d. Inventories : Personality inventories , adjustment inventories.
- e. Achievement test.
- f. Interest inventories Kuder, Strong, Cambell.
- g. Attitude scale
- h. Aptitude tests

**Unit IV: Educational statistics and interpretation of test scores****20 marks**

- a. Tabulation of data, Graphical Representation, Histogram, Frequency Polygon.
- b. Measures of Central Tendency- Mean, Median ,Mode-its merits, demerits and uses.
- c. Measures of Variability-Range, Quartile Deviation, Standard Deviation.
- d. Standard Score-Z scores and T scores
- e. Percentile and Percentile Rank.
- f. Normal Probability Curve-its properties and uses. Skewness and Kurtosis.
- g. correlation-Rank difference and Product Moment method

**Practicum (any one):**

1. Study of online examination system through visit to computer Institute.
2. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)With the readymade test or inventory and interpret the results.
3. Prepare an Achievement Test by using steps for Standardization.
4. Item analysis of 10 MCQs of any test taken by any Institute.
5. Administer Standardized test into classroom and interpret the result.

**References:**

1. Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York: Harper and Row Publishers.
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3. Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education an International Review Series. New Delhi :
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5. Ebel, Robert and Frisible, David (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
6. Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition.
7. Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations New York: Machmillan Publishing Company.

8. Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations:
9. A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
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11. बापट भा.गो. मूल्यमापन आणि संख्याशास्त्र पुणे : व्हिनस प्रकाशन.

**EC4- MORAL EDUCATION AND HUMAN RIGHTS**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:**

1. To enable students to understand the need and importance of Value-Education and Education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reasons and Emotions in moral development of the child.
4. To enable them to understand the process of moral development, cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

**Unit I: Nature and Concept Of Morality And Moral Education****20 Marks**

- a. Moral Education vis-à-vis religious education; moral education, moral training and Moral indoctrination.
- b. Language of moral education - its form and context characteristics of a morally Educated persons.
- c. Justice and Care - the two dimensions perspectives in Mortality: Dichotomy between reason and passion.
- d. Moral Judgment and Moral Action.

**Unit II: Moral Development of the Child****20 Marks**

- a. Concept of Moral development.
- b. Approaches of moral development
  1. Psycho-analytic approach.
  2. Learning theory approach, especially social learning theory approach.
  3. Cognitive developmental approach - Piaget and Kohlberg,
- c. Stages of moral Development and their characteristic features.
  1. Moral Learning outside the school - child rearing practices and moral Learning, Moral learning via Imitation, Nature of Society and moral learning. Media and moral Learning.
  2. Moral Learning Inside the school: providing "form" and "Content to education".
  3. Moral Education and the curriculum: Can moral education be imparted taking it as a Subject of curriculum.

**Unit III: Intervention Strategies for Moral Education and Assessment of moral maturity****20 Marks**

- a. Model of Moral Education –
  1. Research Building Model,
  2. The consideration Model,
  3. Value classification model,
  4. Social Action Model,
  5. Just community intervention model.
- b. Assessment of moral maturity via moral dilemma resolution.
- c. Examples of some selected moral dilemmas.



**Unit IV: Human Right Education:****20 Marks**

- Need and importance of Education for Human Rights in the Existing social scenario.
- Human Right Education through curriculum
- Human Right Education for Child, Women and Others backward classes
- Role of United Nations Organization (UNO); National Human Rights Commission and Non-Governmental Organization in development of Human Right Education

**Practicum-(Any one)**

- Organize any programme for school children for inculcating different values.
- Create a programme for awareness among the school/college students about Human Rights Values
- Write a report on value education programme conducted at school level.

**References:**

- Bajwa G S(1997) , Human Rights in India – Implementation and Violations. New Delhi: Anmol Publications
- Borgohein Bini, (1999) Human Rights, Social justice and Political challenge. New Delhi: Kaushik Publishers, distributors.
- Devasia VV & Devasia Leelamma(1998).Women Social justice and Human Rights. New Delhi: APH Publishing corporation.
- Diwan Paras & Diwan Piyush(1996) , Human Rights & the law, Universal and Indian, New Delhi, Deep & Deep publications.
- Kumar Arvind(1998) , Encyclopedia of Human Rights Violence and Non-violence.New Delhi: Anmol Publications.
- Mehta P L & Verma Neena, Human Rights under the Indian Constitution.
- Modi Ishwar, Human Values and Social Change.New Delhi: Rawat publications.
- Ruhela S P, (1996) The Emerging concept of Education in Human Values. New Delhi:Regency Publications.
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- माने एस.एस. नैतिक मूल्याचे शिक्षण. लातूर: विद्या भारती प्रकाशन.

**EC5- WOMEN & DEPRIVED EDUCATION IN INDIA**

Credits – 4  
Hours – 60+45  
Theory Paper – 3 Hrs

Internal – 20  
External - 80  
Total – 100

**Objectives:**

To enable the student to:

- 1.To understand the present status and problems of deprived in India
- 2.To understand Status, Problems and Issues of Girls' Education in India
- 3.To understand Constitutional provision and scheme for women development
- 4.To understand Role and function of NGO's for woman development
- 5.To understand the Co-education-its educational implications.

**Unit I: Deprived Education****20 Marks**

- a. Deprived: Meaning, Nature, Concept and characteristics.
- b. Present status and problems of deprived education in India.
- c. Constitutional provisions for Deprived.
- d. Education of socio-economically deprived groups based on gender reflected in society.
- e. Development of deprived education after independence.

**Unit II: Status, Problems and Issues of Girls' Education in India****20 Marks**

- a. Social construction of gender: socialization, family, and gender identity, media, gender roles;
- b. Caste, class, community and gender relations.
- c. Co-education-its educational implications.
- d. Community participation for education of the girl child.
- e. Identification of priority areas of research on girls' education.

**Unit III: Women Education in India****20 Marks**

- a. Women education: meaning, concept and characteristics
- b. Present statuses and problems of women education in India.
- c. Aspects of women empowerment.
- d. Constitutional provisions and schemes for women development
- e. Changing role of woman in Indian context.
- f. Issues related to women safety and various acts

**Unit IV: Women and Various Agencies****20 Marks**

- a. National and state women commission
- b. Human rights and woman development
- c. Role and function of NGO's for woman
- d. Evaluation of centrally and state sponsored schemes on girls' education.

**Practicum: Any one**

1. Report Writing – Gender perspectives /Women's Movement-Historical perspective
2. Role Model case studies of Women entrepreneurs
3. Exchange of ideas among faculty and students in group discussions and group initiatives on the topic –Women and development / Women and Education/ Feminism.
4. Survey- To find out problems and challenges of women at work and its practical solutions.

**References**

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. London Praeger, Westport.
2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development Delhi.:
3. Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.
4. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
5. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
6. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development,
7. Sadavinich, A.R. (2007): Sociology of Education. New York: Rutledge.

**EC6- ENVIRONMENTAL EDUCATION**

Credits – 4

Internal – 20

Hours – 60+45

External - 80

Theory Paper – 3 Hrs

Total – 100

**Objectives:**

To develop an understanding of

1. foundations in environment in terms of the concept and principles of environment
2. concept of environmental education
3. environmental management
4. environmental health and ethics
5. environmental impact assessment and audit

**Unit I: Basics of Environment****20 Marks**

- a. Meaning of Environment, Biosphere: Lithosphere, Hydrosphere and Atmosphere and its Interdependence.
- b. Community ecology: (Territorialism, dominance hierarchies, Commensalisms, Mutualism, Symbiosis, Parasitism, and Competition.
- c. Ecosystem: Components (Biological and Physical), Types of Ecosystem and Functions of Ecosystem, Energy Flow in the Ecosystem
- d. Man and Environment and Ecological balance: Meaning, Causes of Imbalance, Approaches towards Eco-balance

**Unit II: Environmental Education****20 Marks**

- a. Meaning, Goals, Objectives and Principles of Environmental Education.
- b. National Educational Policy and Environmental Education (1992),
- c. Environmental Education and Course Content: Lower Primary, Upper Primary, Secondary, Higher Secondary and University Education
- d. Population Growth and Environment.
- e. Resource Exploitation and use of Technology: Impact on Land, Water and Climate
- f. Role of the Forest in Environmental Equilibrium

**Unit III: Sustainable Development****20 Marks**

- a. Sustainable Development: Meaning, Principles and Need.
- b. Sustainable Practices ( i.e Reduce, recycle, reuse, redistribute, revalue and restructure)
- c. Conservation of Medicinal Herbs, Crop Genetic Resources, Animal Genetic Resources and Useful Micro-organism
- d. Education for Sustainable Development
- e. Guiding Principles of Forest Policy and Interdependence between Tribal's and Forest

**Unit IV: Role of Teacher and School****20 Marks**

- a. Role of the Teacher and School in Environmental Education
- b. Approaches to Teaching: Interdisciplinary, Multidisciplinary and Problem Solving Approaches to Teaching of Environmental Education
- c. Environmental Education Club

**Practicum:(Any one)**

1. Survey of water pollution at local level and submit the report.
2. Study about any one Environmental act for conservation of environment and submit the report.
3. Visit to an organization related to environment and present the report.
4. Collect information about environmental education for sustainable development and prepare report.
5. Conduct an interview of a renowned environmental activist and prepare the report.

**References:**

1. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. (2001) Environmental Encyclopedia, Mumbai: Jaico Publications House.
2. Murray B (1996) the Philosophy of Social Ecology: Essays on Dialectical Naturalism New Delhi, Rawat Publications.
3. Odum E.P Fundamentals of Ecology.USA:W.B. Saunders Co.
4. Enger E.D, Bradley F.S Environmental Science- A Study of Interrelationship
5. Dhyani S.N. Wildlife Management.New Delhi: Rawat Publications
6. Rai R.K, Environmental Management.New Delhi: Rawat Publications.
7. Gupta N.L and Gurjar R.K (Eds.) Sustainable Development.New Delhi : Rawat Publications.
8. Deb S.C Environmental Management.Mumbai: Jaico Publishing House.
9. Singh P, Sharma S Environmental and Pollution Education, New Delhi : Deep and Deep Publications.
10. Suneetha G; Rao D B Environmental Awareness of School Studies, Sonali Publication.
11. Singh M S Environmental Education. Delhi : Adhyayan Publishers.
12. Ranjan R. Environmental Education, New Delhi.: Mohit Publication.
13. Krishnamacharyulu V, Reddy Environmental Education Hyderabad Neelkamal Publications.
14. Sharma R A Environmental Education Meerut R Lal Book Depot.
15. Ghanta R & Rao D B Environmental Education. Delhi: Discovery Publication House.
16. Devi U, Reddy A, Environmental Education for Rural Population. Delhi : Discovery Publication House.
17. Dutt, N H, Gopal, Environmental Pollution and Control, Hyderabad, Neelkamal Publication.
18. Saxena, A. B Education for the Environmental Concern New Delhi Radha Publication.
19. Paneerselvam & Ramkrishnan, Environmental Science Education Delhi, Sterling Publications.
20. Reddy P, Reddy N Environmental Education.Hyderabad: Neelkamal Publication.
21. Nanda, V. K, Environmental Education New Delhi : Anmol Publication.
22. Marilee G, Jeri M, Chakraborty C.Environmental Studies Mannan Prakashan
23. Agarwal, K.C, (2001) Environmental Biology Bikaner, Nidi Publications Ltd.
24. Bharucha, E the Biodiversity of India Ahmedabad: Mapin Publishing Pvt. Ltd.
25. "Survey of the Environment" The Hindu
26. Townsend C., Harper J, and Michael Begon, Essentials of Ecology Blackwell Science.
27. Wanger K.D., (1998) Environmental Management. Philadelphia, W.B. Saunders Co.
28. Trivedi R.K. Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vols. I and II, Enviro Media (R)
29. Agarwal, K.M, Sikdar P.K, Deb, S.C A Textbook of Environment. Kolkotta: Macmillan India Limited.
30. उपाध्याय राधा पर्यावरण शिक्षण -

**EC7- GUIDANCE AND COUNSELING**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:-**

To enable the student to:

1. understand concept, need, principles, objectives & bases of Guidance.
2. understand the different types of Guidance.
3. understand the concept, need, approaches and ethics of Counseling.
4. understand the tools and techniques used in Guidance and Counseling.
5. acquaint students to use techniques of Guidance & Counseling
6. understand concepts, meaning and need of guidance of children with special needs.
7. understand concepts, meaning, significance of guidance and Counseling Process and group counseling in Education.

**Unit I: Guidance****20 Marks**

- a. Guidance: Concept, Types, and Principles
- b. Need, Scope and Significance of Guidance.
- c. Bases of Guidance (Philosophical, Sociological, Psychological and Educational)
- d. Objectives and Benefits of Guidance.
- e. Types of Guidance - Personal Guidance, Educational Guidance, Vocational Guidance & Group Guidance-(Concept, Meaning and techniques)

**Unit II: Counseling****20 Marks**

- a. Counseling: Concept, Nature, Principle, Need & Importance.
- b. Approaches for Counseling - Directive and Non - directive approaches with their steps.
- c. Counseling stages & process.
- d. Code of ethics pertaining to Counseling.
- e. Characteristics of Counselors

**Unit III: Tools and Techniques Used In Guidance and Counseling****20 Marks**

- a. Standardize tools and techniques – Meaning and Definition.
- b. Intelligence test, Aptitude test, Interest Inventory and Personality Inventory.
- c. Non-Standardize techniques – Meaning and Definition.
- d. Interview, Rating Scale, Questionnaire and Projective technique.
- e. Personnel for Counselor, Role of family & Community.

**Unit IV: Guidance of Children with Special Needs****20 Marks**

- a. Guidance for physically challenged: meaning concept, types & need of guidance for physically challenged.
- b. Guidance for learning disable: meaning concept and need of Guidance for learning disables.
- c. Guidance for Juvenile Delinquent: concept-meaning and need of guidance for Juvenile.
- d. Guidance for Gifted : meaning concept and need of guidance for gifted children.

**Practicum: (Any one)**

1. Survey of Guidance & Counseling need of B.Ed students.
2. Administration of adjustment / Personality Inventory on 20 Students –of D.T.Ed. B.Ed./M.Ed.
3. Visit to the Vocational Guidance centre in any institution and submit report.

**References:**

1. Agarwal J. C. (1985). Educational Vocational Guidance Counseling, New Delhi: Doaba House.
2. Chibber S.K. (1999). Guidance & Counseling, New Delhi 11002: Common wealth Publishers .
3. Kocher S. K. (1989). Guidance & Counseling in Colleges & Universities, New Delhi: Sterling Publishers Pvt. Ltd.
4. Nelson Richard (1972). Guidance & Counseling in the Elementary School, United States of America: Library of Congress.
5. Chibber S.K. (1999). Guidance & Counseling, New Delhi 11002: Common wealth Publishers.
6. Kemp Gratton (1978). Foundations of Group Counseling, New Delhi: Prentice Hall of India Pvt.Ltd.
7. Kocher S.K. (1989). Guidance & Counseling in Colleges & Universities.
8. Nelson Richard (1972). Guidance & Counseling the Elementary school. United States of America: Library of Congress.
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१०. पिंपळखरे मो.ह. शैक्षणिक आणि व्यावसायिक मार्गदर्शन. पुणे : विद्यार्थी ग्रह प्रकाशन.
११. दुनाखे अरविंद शैक्षणिक व व्यावसायिक मार्गदर्शन व समुपदेशन पुणे : नित्य नुतन प्रकाशन.
१२. गुळवणी मेघा (२००९) मार्गदर्शन व समुपदेशन पुणे : नित्य नुतन प्रकाशन.

**EC8- SPECIAL EDUCATION**

Credits – 4	Internal – 20
Hours – 60+45	External - 80
Theory Paper – 3 Hrs	Total – 100

**Objectives:-** To enable the student to:

1. understand the concept and nature of Special Education.
2. understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. understand the meaning, characteristics, types, causes, educational programmes, Prevention and rehabilitation of various types of special children.
4. understand the meaning, concept, characteristics, causes and types of various types of Special children.
5. understand the concept & nature of Inclusive Education.

**Unit I: Special Education and Mentally Retarded****20 Marks**

- a. Meaning & Scope of Special Education.
- b. Needs & objectives of Special Education.
- c. Identification and Early Intervention Programmes for Special Education.
- d. Modes of Special Education.
- e. Mentally Retarded
  1. Meaning & Characteristics, causes and types.
  2. Educational Programmes for Mentally Retarded.
  3. Prevention and Rehabilitation for Mentally Retarded.

**Unit II: Education For Visually Impaired and Hearing Impaired****20 Marks**

- a. Visually Impaired-
  1. Meaning & Characteristics, types and Causes.
  2. Educational Programmes for Visually Impaired.
  3. Prevention and Rehabilitation for Visually Impaired.
- b. Hearing Impaired-
  1. Meaning & Characteristics, types and Causes.
  2. Educational Programmes for Hearing Impaired.
  3. Prevention and Rehabilitation for Hearing Impaired.

**Unit III: Education for Gifted, Creative and Orthopedically challenged Children****30 Marks**

- a. Meaning and Characteristics of Gifted and Creative Children.
- b. Need & Significance of Special Education for Gifted and Creative Children.
- c. Enrichment Programmes for Gifted and Creative Children.
- d. Importance of Special Education for Gifted and Creative Children.
- e. Meaning and Characteristics of Orthopedically challenged
- f. Causes and types of orthopedically challenged.
- g. Educational Programmes for Orthopedically challenged
- h. h. Prevention and Rehabilitation for Orthopedically challenged

**Unit IV: Education For Juvenile Delinquents****10 Marks**

- a. Meaning and Characteristics of Juvenile Delinquency.
- b. Types and Causes of Juvenile Delinquency.
- c. Causes and Remedies of anti-social character disorder.
- d. Educational Programmes and Rehabilitation for Juvenile Delinquents.



**Practicum: (any one)**

1. Visit to any local Special School and prepare a report.
2. Prepare a case study report of a special child.
3. Conduct a case study of a child belonging to Remand home and present a report.
4. Take Review of research papers on recent trends in Special Education.
5. Visit to residential rehabilitation Centre and present a report.

**References:**

1. Anlscow, M, (1994). Special Needs and the Classroom: UNESCO Publishing.
2. Heward, W. L., (1998) . Exceptional Children. Chicago: Merrill Publishing Co.
3. Learner, J. (1985). Learning Disability. Houghton, Mifflin Co. Boston.
4. Panda, K. C., (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House.
5. Reddy, L. G., Ramar R, & Kusuma A. (2000). Education of Children with Special Needs. New Delhi: Discovery Publishing House.
6. Krik, Gallagher and Anastasian. (1993). Education of Exceptional Children, Houghton, Co. Boston.
7. Panda, K. C., (2002) . Learning Disability, Houghton, Mifflin Co. Boston.
8. Peterson, J. (2003). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.
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